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ABSTRACT

This pamphlet contains resources intended to aid local curriculum committees who are developing and implementing the socia. studies component of their school's multicultural, nonsexist education plan. Although written for use by Iowa educators, the pamphlet can easily be used by educators in other states. The pamphlet is comprised of various sections. The opening section contains definitions. A second section discusses rationale and philosophy. It is important that all students see themselves positively reflected in their curriculum regardless of their sex, race, cultural background, or disability. It is equally important that students see the contributions and perspectives of the disabled, other races and cultural groups, as well as the opposite sex, reflected in their school curriculum. Another section outlines the law in Iowa regarding multicultural, nonsexist education. Goals and objectives are outlined in a fourth section. School districts in Iowa are currently being asked to review their curriculum programs to determine the degree to which they are consistent with the basic concepts of multicultural, nonsexist education. A checklist, which is intended as a general guide to use when looking at the K-12 social studies curriculum, is included in the pamphlet. One section contains a selective annotated listing of teacher resource materials including background readings and bibliographies of classroom materials. The pamphlet concludes with an annotated listing of organizations which may provide assistance, ideas, and information on resources to school districts that are striving to implement a multicultural, nonsexist social studies program. (Author/RM)

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Multicultural Nonsexist Education

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

in Iowa Schools

by
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and
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For those persons who are interested in a broader perspective to multicultural, nonsexist education, the following publication is available in limited quantity and can be obtained through the Urban Education Section of the Iowa Department of Public Instruction: *Guide to Implementing Multicultural, Nonsexist Curriculum Programs in Iowa Schools.*

Definitions

1. **Multicultural education**: the educational processes which promote the understanding and appreciation of the cultural diversity of our pluralistic society. Within the total multicultural educational process, special emphasis shall be placed on the following groups: Asian Americans, Black Americans, Hispanic Americans, Native Americans and on the handicapped. The educational program shall be characterized by practices which provide equal opportunity for all participants regardless of race, color, age, national origin, religion or handicap.

2. **Nonsexist education**: the educational processes which foster the knowledge of, respect and appreciation for the historical and contemporary contributions of men and women to society. Also, those educational processes that reflect the wide variety of roles open to both men and women. The educational program shall be characterized by practices which provide equal opportunity to both sexes.

3. **Curriculum structure**: those administrative processes and decisions which have an impact on the social studies program.

4. **Curriculum content**: the concepts, processes, facts and values that are taught in the social studies program.

5. **Instructional materials**: the physical artifacts which are used during the teaching process in the social studies program.

6. **Teaching strategies**: the methods and approaches the teacher uses in the social studies program.

7. **Ethnocentric**: from the point of view of one's own ethnic group.

8. **Eurocentric**: from the European or Euro-American point of view.

9. **Multicentric**: from several points of view.

Rationale & Philosophy

It is important that all students see themselves positively reflected in their curriculum, regardless of their sex, race, cultural background or disability. Students who do not, often feel alienated from the educational process and may soon question their own worth.

It is equally important that students see the contributions and perspectives of the disabled, other races and cultural groups, as well as the opposite sex, reflected in the school curriculum. The students who are not exposed to other groups through the curriculum often develop an inflated sense of self or group superiority (the "we did it all" syndrome). This feeling can often lead to patronizing attitudes among individuals of one group to those in another group, or of one sex toward the other. If this feeling is reinforced over an extended period of time, it can develop into sexist, racial and cultural prejudices in adulthood.

The traditional school curriculum has been heavily influenced by the "melting pot" theory. This theory states that the many ethnic groups in the United States should be molded into a common group called "Americans" who have similar customs, values and language patterns. Cultural diversity is depicted as being a source of division and conflict, rather than a source of past, present and future richness, creativity and strength. This pressure toward conformity has led to the suppression of many native and immigrant cultural patterns. It has been a factor in excluding the contributions and perspectives of women, minority groups, the disabled and even immigrants from southern and eastern Europe from the school curriculum. The result of all this has been a curriculum in which many citizens do not see themselves or other groups reflected.

The multicultural, nonsexist curriculum is based on the theory of "cultural pluralism." This theory celebrates the diversity that characterizes a nation in which 300 Indian tribes were joined by men and women from every continent and country on this planet. It represents cultural and sex role diversity as strengths which enrich the United States. The multicultural, nonsexist curriculum is one in which all citizens can see themselves and other groups reflected.

The preceding concepts apply to all areas of the school curriculum, but they have a special implication for social studies. Here we teach the story of Iowa, the United States and the world. It is important that students of diverse racial/cultural groups, the disabled, as well as both sexes, see their contributions and perspectives reflected in that story. It is in social studies that we teach about the major social institutions in the United States. It is important that multicultural, nonsexist approaches be used when we discuss these institutions.

In stressing the importance that these institutions play in the United States, it is also essential to clearly point out that they did not always reflect or promote our contemporary values of social equality. The curriculum must deal openly and honestly with intergroup conflict and the struggle for equal rights in Iowa and the United States. One of the purposes of studying our history and social policies is to learn from our past successes and mistakes. Much learning will be lost if the mistakes are erased in the presentation of the social studies curriculum.

If one reads daily newspapers, it is clear that issues related to sex roles and intergroup relations are prominent, contemporary social issues. The social studies classroom provides a unique forum in which students can theorize about, discuss and simulate solutions to these issues. It is a forum where students can explore and test their attitudes towards themselves and others. If we, as educators, do not fully use this forum, we will not provide a true, quality education. Students leaving our schools, who do not feel comfortable living and working in a multicultural, nonsexist environment, are truly at a disadvantage.

The Legal Authority

Iowa Code (Sec. 257.25, Paragraph 1)

The State Board shall promulgate rules to require that a multicultural, nonsexist approach is used by school districts. The educational program shall be taught from a multicultural, nonsexist approach.

Iowa School Standards 670--3.5 (257)

3.5(3) Classroom instruction in each area of instruction shall be from a multicultural, nonsexist approach in each school district, kindergarten through grade twelve.

3.5(5) BOARD OF DIRECTORS RESPONSIBILITY FOR ASSURING MULTICULTURAL, NONSEXIST APPROACHES TO EDUCATIONAL PROGRAMS. Each board shall develop a written plan of action within one year of the effective date of this rule. The plan shall include a specific timeline for implementation, not to exceed five (5) years, for achieving and maintaining a multicultural, nonsexist educational program. A copy of the plan shall be filed locally in a readily available form and location, as evidence of compliance with the provision of the law.

3.5(5)c. The multicultural, nonsexist educational plan shall include:

(1) Specific goals and objectives with implementation timelines for each component of the educational program;

(2) A description of the inservice activities planned for all staff members on multicultural, nonsexist education;

(3) Evidence of systematic input by men and women, minority groups and the handicapped in the development and implementation of the plan, and that in schools where no minority students are enrolled, minority group resource persons shall be utilized at least annually;

(4) A description of the periodic, ongoing system to monitor and evaluate the plan.

3.5(6). . . The board shall require that a resource guide be developed for each instructional sequence reflecting multicultural, nonsexist approaches, and it shall include a statement of its educational purposes; suggested instructional activities, materials and content; and a description of the performance criteria useful in evaluating each pupil's progress during the educational sequence.

The curriculum structure, content, instructional materials and teaching strategies shall reflect the contributions and perspectives of women and men and diverse racial/ethnic groups. Where sex and/or cultural-racial stereotyping exists in instructional materials, it shall be brought to the attention of the students and supplementary materials shall be used to offset the stereotyping. Multicultural, nonsexist instructional materials shall be adopted at the first opportunity to do so. The curriculum shall include activities which promote an awareness of sexism and cultural, racial bias in the English language.

Social Studies: The study of people as social beings, their interaction with other people, individually and in groups, and their relationships with their physical environment. One of the purposes of social studies shall be to reduce stereotyping and bias on the basis of race, sex, religion, physical disability or ethnic background. Content and instructional materials shall represent realistically our pluralistic society and the roles open to both men and women. The various social sciences--history, political science, economics, geography, sociology, anthropology and psychology are all included.

The history of the United States and Iowa: The study of history of selected events, individuals, groups (races, religions, physically disabled, ethnic groups, women), institutions, artifacts, ideas, and other phenomena associated at the national and state level.

Goals & Objectives

Multicultural, nonsexist education concepts should be a visible, integral part of the social studies program. They should be visible in the goals and objectives, the curriculum guides, and the daily lesson plans. The following four goals are suggested as a model for the multicultural, nonsexist education program. Each goal is accompanied by a set of objectives specifically pertaining to social studies. Activities related to each of the objectives should be integrated into each grade level of the social studies program.

GOAL 1: To assist students to develop positive and realistic self-concepts regardless of race, sex, cultural background or disability. This self-concept should be based upon an understanding and valuing of their own personal and group identities, as well as a greater awareness of their values and the relationship of those values to their everyday decisions and actions.

Objectives

a. The students will explore their own personal and group identities in order to develop positive but realistic perceptions of themselves in relation to their physical and social environment.

b. The students shall explore their personal and cultural values and the degree to which their everyday behavior mirrors those values.

GOAL 2: To assist students to understand that both sexes, diverse racial/cultural groups and the disabled have made valuable contributions to the heritage of the United States and that this rich diversity enriches and strengthens our country. Inherent in this goal is the exposure of students to a broad range of career roles and lifestyles regardless of their sex, race, cultural heritage or disability.

Objectives

a. Students will demonstrate an awareness of the valuable and unique contributions that diverse racial/cultural groups, both men and women, and the disabled have made to the historical and contemporary heritage of Iowa and the United States.

b. The students will explore a broad range of career roles and lifestyles regardless of their sex, race, cultural backgrounds or disability.

c. Students will acquire an understanding of how the involvement and perspectives of diverse cultural/racial groups and both women and men enriches and strengthens the United States.

GOAL 3: To assist students to understand that all persons are members of the human race and have common needs, feelings and problems, while at the same time stimulating their respect for the uniqueness of each individual and cultural group. Inherent in this goal is the awareness that racism, sexism, cultural bias and bias toward the disabled are a social phenomena.

Objectives

a. The students will identify those needs which are common to all human beings regardless of race, culture, sex, or disability and develop respect for the uniqueness of each human being which is fostered by unique personal and group experience.

b. The students will acquire an awareness of sex, race, culture, disability and personal experience as factors in the development of

customs and value systems. They will demonstrate respect for the values and perspectives of other persons and groups that may differ from their own.

c. The students will demonstrate positive intergroup communication skills by:
   i. An understanding of culture, sex, race and disability as factors in the communications process.
   ii. A familiarity with the origins and effects of stereotyping and prejudice.
   iii. An understanding of the concept of ethnocentrism and how it may affect their attitudes toward other groups.

GOAL 4: To assist students to develop positive interpersonal and intergroup communication techniques as well as a motivation to play an active role in the solution of societal conflicts. Inherent in this goal is the understanding that present societal conflicts are a condition of centuries of cultural and group conditioning, and that improved human relations depends upon increased intergroup and interpersonal communication, understanding and cooperation.

Objectives

a. The students will demonstrate interpersonal communication skills such as: listening skills, humane expression of criticism or point of view, and empathetic feedback. They shall learn to avoid common barriers to positive interpersonal and intergroup communication.

b. Students will practice and improve their group problem solving and conflict resolution skills. They shall develop a reliable foundation for making ethical judgments and decisions.

c. Students will acquire an awareness of their duties, rights, responsibilities and privileges as members of a multicultural, nonsexist society.

d. Students will be motivated to become actively involved in the discussion and resolution of contemporary and future social issues.

A Self-Evaluation Checklist

School districts in Iowa are currently being asked to review their curriculum programs to determine the degree to which they are consistent with the basic concepts of multicultural, nonsexist education. This checklist is intended to be a general guide to use when looking at the social studies curriculum, K-12.

The answers to some of the questions in Section A may be rather obvious in some school districts. They are asked because make-up c the instructional staff and the classroom student population have major implications for the strategies used in the multicultural, nonsexist education program. Districts which have stereotypical staffing patterns (examples: male administrators, all female elementary instructors, all white staffs, all male social studies instructors, etc.) should build objectives for change into their employment policies. Scheduling traditions or policies which may reinforce or cause sex-typed class enrollments (80% or more of one sex) or minority isolation should be changed.

A. Curriculum Structure

1. Are there diverse role models (male-female, diverse cultures/races) teaching social studies at both the elementary and secondary levels? _____Yes ___No

   a. If the answer to question #1 is no, what caused this to happen? Are there long-range strategies for changing this pattern?

   b. What impact does this have on the strategies that will be used to achieve multicultural, nonsexist social studies objectives?

2. Are there disabled employees on the school district staff who may serve as role models for students? _____Yes ___No

3. Are there diverse student enrollments (male-female balance and ethnic and racial diversity similar to that found in the district) in all elementary and secondary social studies units? If the answer to question #3 is no, what caused this to happen? Can this be changed? _____Yes ___No If the answer to #3 is no, what impact does this have on the strategies used to attain multicultural, nonsexist social studies curriculum objectives?

4. Are scheduling practices used which may result in sex-typed enrollments (80% or more of one sex) or the relative isolation of racial/cultural groups and the disabled? _____Yes ___No

5. Are social studies units or courses given titles which may imply greater meaningfulness to one sex or cultural group? _____Yes ___No

6. Has there been meaningful interaction between the social studies teachers and the persons responsible for the school district's multicultural, nonsexist education plan? _____Yes ___No

7. Has inservice on multicultural, nonsexist approaches to the social studies curriculum been provided for all elementary and secondary social studies teachers? _____Yes ___No

8. Have the district administrators incorporated multicultural, nonsexist education concepts into the staff evaluation procedure? _____Yes ___No

B. Curriculum Content

1. Does the social studies curriculum include units and activities which encourage self-awareness? _____Yes ___No

2. Does the social studies curriculum include units or activities on values awareness? _____Yes ___No

3. Does the social studies curriculum include units or activities dealing with the basic concepts of interpersonal and intergroup relations? _____Yes ___No

4. Does the social studies curriculum include units or activities on the origins and effects of stereotyping, prejudice and discrimination? _____Yes ___No

5. Does the social studies curriculum directly confront the contemporary social problems of sexism, racism, cultural bias and bias toward the disabled? _____Yes ___No

6. Are the contributions and perspectives of both women and men, diverse cultural/racial groups, and the disabled included in all units of Iowa and American history? _____Yes ___No

7. Is history taught from a multicentric rather than a Eurocentric perspective? _____Yes ___No

8. Have attempts been made to eliminate ethnocentrism from the curriculum content on cultures? _____Yes ___No

9. Are all social studies units (family, cities, cultures, economics, etc.) taught from a multicultural, nonsexist perspective? _____Yes ___No

C. Instructional Materials

1. Are illustrations in social studies textbooks, supplementary materials, audiovisual aids, and on the bulletin boards representative of the cultural/racial diversity in the United States as well as the roles open to men and women in today's society? Are disabled persons represented? _____Yes ___No

2. Are both women and men, diverse cultural/racial groups and the disabled shown in both active and passive roles? _____Yes ___No

3. Are the contributions and perspectives of both men and women, diverse cultural/racial groups, and the disabled included in Iowa and American history texts? _____Yes ___No

4. Are the content areas, mentioned in Section B, included in social studies and history texts? _____Yes ___No

5. Do social studies and history texts deal openly and honestly with historic intergroup conflict in the United States as well as the struggle for social equality? _____Yes ___No

6. Is the information about men and women, the various cultural/racial groups and the disabled accurate? _____Yes ___No

7. Do the materials tend to reinforce stereotypes about cultural/racial groups, men and women or the disabled? _____Yes ___No

8. Are members of diverse cultural/racial groups, both women and men and the disabled shown engaged in a broad-range of social and professional activities? _____Yes ___No

9. Are all points of view concerning historical events or issues included? (e.g. are only Anglo or male points of view emphasized?) _____Yes ___No

10. Does the material include the contributions and involvement of women and men as well as cultural/racial groups at all points where it is appropriate and meaningful to do so? _____Yes ___No

11. Have multicultural, nonsexist criteria been integrated into the social studies textbooks adoption process at the district level? _____Yes ___No

12. Are instructional materials free of ethnocentric or sexist language patterns which may make implications about persons or groups solely based upon their culture, race, sex, or disability? _____Yes ___No

D. Teaching Strategies

1. Are values awareness techniques and strategies used as a vehicle for discussion and contemporary social issues? _____Yes ___No

2. Are class activities such as role playing, mime, creative drama, and small group problem solving used as strategies to facilitate student communication? _____Yes ___No

3. Is there a balance between large group, small group and individual activities in the social studies curriculum? _____Yes ___No

4. Are persons of diverse cultural/racial groups, men and women in both traditional and non-traditional roles and disabled individuals used as resource persons in the classroom? _____Yes ___No

5. Do social studies teachers explore historical events and contemporary social issues from several perspectives? _____Yes ___No

6. Are students alerted to stereotyping when it occurs in instructional materials? _____Yes ___No

7. Are classroom management strategies and role assignments used which reinforce multicultural, nonsexist student behavior? _____Yes ___No

8. If the current basic instructional text does stereotype persons on the basis of race, sex, culture or disability, are supplementary materials used to offset the stereotyping? _____Yes ___No

9. Do classroom teachers avoid using oral language patterns which may be sexist or ethnocentric? _____Yes ___No

10. Are the bulletin boards and teacher-made displays in the classroom representative of the cultural/racial diversity in the United States and the roles open to both men and women? _____Yes ___No

Bibliography of Resource Materials

The following materials are valuable resources for social studies teachers who are striving to implement multicultural, nonsexist education concepts. They are primarily teacher resources, but some include lists of materials or activities that can be used in the elementary and secondary classroom. It is meant to be a selective list rather than a comprehensive one. It should provide a nucleus for a resource center that will grow in the future.

Acuna, Rodolfo. *Occupied America: The Chicano's Struggle Toward Liberation.* Harper and Row. Scranton, Pennsylvania 18512 (C) 1972. Price $4.50.
A narrative of the Chicano experience in America. A good resource for the American history teacher who wants to integrate the Hispanic perspective into American history curriculum.

Adell, Judith and Klein, Hilary D. *A Guide to Non-sexist Children's Books.* Academy Press. 360 N. Michigan Ave., Chicago, Illinois 60601. (C) 1976. Price $3.95.
An annotated bibliography of fiction and non-fiction for preschool through 12th grade.

Banks, James A. *Teaching Strategies For Ethnic Studies.* Allyn and Bacon Inc. 470 Atlantic Ave., Boston, Massachusetts 02210 (C) 1975. Price $7.95.
Learning activities, suggested readings for teacher and student, and historical chronologies of many diverse ethnic groups are included in this book. The emphasis is multiethnic with special attention given to comparative studies.

Bataille, Gretchen; Gradwohl, David; and Silet, Charles; eds. *The World Between Two Rivers: Perspectives on American Indians in Iowa.* Iowa State University Press. Order Department, South State Ave., Ames, Iowa 50010 (C) 1978. Price $7.95.
This book presents several perspectives of the Native American experience in Iowa. The emphasis is on education and history. A bibliography on the American Indian in Iowa is included.

Bataille, Gretchen. *American Indian Literature: A Selected Bibliography for Iowa Schools.* Urban Education Section, Iowa Department of Public Instruction. Grimes State Office Bldg., Des Moines, Iowa 50319 (C) 1978. Price: No cost - limited supply.
This annotated bibliography is intended to assist Iowa teachers, particularly in the language arts and social studies, in correcting the misconceptions about American Indians by identifying materials and resources that can be used in the classroom.

Bergmann, Leola Nelson. *The Negro in Iowa History.* The State Historical Society of Iowa. 402 Iowa Ave., Iowa City, Iowa 52240 (C) 1969. Price $1.00.
A narrative description of the Black American experience in Iowa. Although this document is somewhat outdated and has some Eurocentric overtones, it contains a great amount of information on the Black Iowan experience that can be found nowhere else.

Butler, Lois and Lubomyr, R. Wayne. *Building Ethnic Collections: An Annotated Guide for School Media Centers and Public Libraries.* Libraries Unlimited Inc. P.O. Box 263, Littleton, Colorado 80160. (C) 1977. Price $18.50.
An extensive bibliography of multicultural resources for the elementary classroom, the secondary classroom and school media centers. It includes materials on over 60 American ethnic groups.

Chinese Americans, Realities and Myths: A Secondary Curriculum Kit. The

Association of Chinese Teachers. 1-15 Waverly Place, San Francisco, California 94102 (C) 1977. Price: total kit $49.95, teacher's manual $3.95.

A multi-media kit that gives students a realistic understanding of Chinese Americans and their experiences in the United States.

Everybody Counts - A Workshop Manual to Increase Awareness of Handicapped People. The Council for Exceptional Children. 1920 Association Drive, Reston, Virginia 22091. (C) 1979. Price $12.50.

This manual lists numerous resources which can be used to increase adult and student awareness of the problems faced by disabled persons.

Fersh, Seymour. *Learning About People and Cultures.* McDougal, Littell and Co. Box 1667, Evanston, Illinois 60204, (C) 1974. text and teacher's manual. Price $2.55.

A guide for dealing with the concept of culture in the classroom from a multicentric rather than an ethnocentric point of view.

Frazier, Nancy and Sadker, Myra, eds. *Sexism in School and Society.* Harper and Row, Inc. Scranton, Pennsylvania 18512. (C) 1973. Price $7.50.

This book is a teacher resource which contains scientific literature on both sex roles and socialization as well as analyses of the various aspects of sexism in schools.

Fromkin, Howard L. and Sherwood, John J. *Intergroup and Minority Relations: An Experiential Handbook.* University Associates. 7596 Eads Ave., La Jolla, California 92037. (C) 1976. Price $10.00.

A handbook of group strategies and activities that can be used to stimulate student exploration of intergroup relations.

Froschl, Merle and Williamson, Jane. *Feminist Resources for Schools and Colleges: A Guide to Curricular Materials.* The Feminist Press. Box 334, Old Westbury, New York 11568. (C) 1977. Price $1.95.

An annotated bibliography of nonsexist books, pamphlets, articles and other materials for teachers and students --- preschool through higher education.

Grambs, Jean D. and Banks, James A., eds. *Black Self-Concept: Implications for Education and Social Science.* McGraw Hill Book Co. 1221 Ave. of Americas, New York City, New York 10036 (C) 1972. Price $2.95.

This book highlights some of the unique problems Black children face in our society and some ideas for enhancing Black self-concept in the educational system.

Grambs, Jean Dresden, ed. *Teaching about Women in the Social Studies: Concepts, Methods and Materials.* Bulletin 48, National Council of the Social Studies. 1515 Wilson Blvd., Suite 101, Arlington, Virginia 22209 (C) 1976. Price $5.95.

A resource for social studies teachers who want to avoid sexism in their teaching and make women and men a valuable part of the study of history and social issues.

Grant, Gloria, ed. *In Praise of Diversity. Multicultural Classroom Applications.* Center for Urban Education. 3805 North 16 St., Omaha, Nebraska 68110. (C) 1977. Price $2.40.

This book includes 51 activities written for the elementary and junior high school social studies, language arts, science and math curriculum. The activities are designed to get children to actively discuss their relations with other persons who may differ from themselves.

Hosokawa, Bill. *Nisei, The Quiet Americans.* William Morrow and Co. Inc. Wilmore Warehouse, 6 Henderson Drive West, Caldwell, New Jersey 07006 (C) 1969.

Price $5.95.
A Japanese perspective of the Asian American experience in the United States.

Howe, Leland W. and Howe, Mary Martha. *Personalizing Education, Values Clarification and Beyond.* Hart Publishing Co. 15 W. 4th St., New York City, New York 10012 (C) 1975.
Contains over 100 classroom strategies and worksheets. Values awareness is applied to human relationships, goals in the classroom, curriculum in varied areas and classroom organization and management.

Johnson, Laurie Olsen, ed. *Non-sexist Curriculum Materials for Elementary Schools.* The Feminist Press (See Froschl entry) (C) 1974. Price $5.00.
A resource for teachers who are dealing with the concept of sexism in the elementary school classroom. Many of the activities and materials in this packet were developed by teachers for use in their own classrooms.

Lerner, Gerda. *The Woman in American History.* Addison-Wesley Publishing Co. Jacob Way, Reading, Pennsylvania 01867. (C) 1971. Price $4.36.
A basic, short, readable history of women in America

Making It Work: Practical Ideas for Integrating Exceptional Children into the Regular Classroom. Publication #120. Council for Exceptional Children. 1920 Association Drive. Reston, Virginia 22091. (C) 1978. Price $5.50.
This publication contains a host of resources, activities and strategies for teachers who have exceptional children in their classrooms.

Materials and Human Resources for Teaching Ethnic Studies: An Annotated Bibliography. Social Science Education Consortium Inc. 855 Broadway, Boulder, Colorado 80302. (C) 1975. Price $7.75.
A good annotated bibliography of teaching resources on numerous ethnic and minority groups. It also includes a list of resource organizations.

Meier, August and Elliot Rudwick. *From Plantation to Ghetto.* Hill and Wang Co. 19 Union Square West, New York City, New York 10003 (C) 1976.
An excellent narrative of the Black experience in America. A good resource for the history instructor who wants to integrate the Black perspective into American history.

National Catalog of Films in Special Education. Ohio State University Press. Publications Sales Division, 2070 Neil Ave., Columbus, Ohio 43210. (C) 1978. Price $9.75 plus postage.
This document has a wealth of information on films concerning the disabled. It contains over 900 films for teachers, paraprofessionals and parents on various aspects of special education.

Nilsen, Alleen Pace. *Sexism and Language.* National Council of Teachers of English. 1111 Kenyon Road, Urbana, Illinois 61801. (C) 1977. Price $5.95.
This book includes strategies that teachers can use in the classroom to raise student awareness of sexist patterns in the English language.

Paulson, Wayne. *Deciding for Myself: A Values Clarification Series.* Winston Press Inc. 25 Groveland Terrace. Minneapolis, Minnesota 55403 (C) 1974. Price: six student booklets at $2.75 each. Teacher's Guide --- $4.95.
A values clarification series designed for grades 5-12.

Papachristou, Judith. *Women Together: A History in Documents of the Women's Movement in the United States.* Alfred A. Knopf Co. 400 Hahn Road, Westminister, Maryland 21157. (C) 1976. Price $8.95.

A resource for teachers who want to incorporate the contributions and perspectives of women into American history courses. It includes numerous letters, speeches, documents and statistics by and about women from 1800-1976.

People . . . Just Like You. Committee on Youth Development. The President's Committee on Employment of the Handicapped. 1111 20th St. N.W. Washington, D.C. 20210. Price: free of charge.

An activity guide which includes a wealth of activities and resources which can be used to create awareness and sensitivity to the problems faced by the disabled. The activities are designed for use with all ages of children and adolescents.

Schmidt, Velma E. and McNeill, Earldene. *Cultural Awareness: A Resource Bibliography.* National Association for the Education of Young Children. 1834 Connecticut Ave. N.W., Washington, D.C. 20009 (C) 1978. Price $4.75.

A good multicultural resource for early childhood and elementary teachers as well as media center personnel. It contains guidelines for evaluating materials for sexism and racism, annotated listings for children's books, visual aids and resource organizations.

Simon, Sidney B.; Howe, Leland W.; and Kirschenbawn, Howard. *Values Clarification, A Handbook of Practical Strategies for Teachers and Students.* Hart Publishing Co. 15 W. 4th St. New York City, New York 10012 (C) 1972. Price $4.95.

Contains 100 classroom activities designed to get students to reflect on their attitudes and their values.

Steinfield, Melvin. *Cracks in the Melting Pot.* 2nd edition. Glencoe Press. Front & Brown St., Riverside, New Jersey 08370 (C) 1973. Price $7.95.

A collection of documents on American ethnic relations which exposes the melting pot myth in the United States. It details the history of prejudice and discrimination in this country.

Stereotypes, Distortions and Omissions in U.S. History Textbooks. Council on Interracial Books for Children. Racism and Sexism Resource Center for Teachers, 1841 Broadway, New York, New York 10023 (C) 1977. Price $7.95.

A history resource which contains a content analysis instrument for detecting racism and sexism plus supplemental information on Asian American, Black, Chicano, Native American, Puerto Rican and women's history.

Tiedt, Pamela L. and Tiedt, Iris M. *Multicultural Teaching, A Handbook of Activities, Information and Resources.* Allyn and Bacon Inc. 470 Atlantic Ave., Boston, Massachusetts 02210 (C) 1979. Price $7.95.

A handbook which offers the teacher varied activities, resources and ideas that help promote multicultural understanding in the classroom.

Today's Changing Roles: An Approach to Non-sexist Teaching. Resource Center on Sex Roles in Education. 1201 16 St. N.W., Washington, D.C. 20036 (C) 1974. Price $3.00.

This resource contains lesson plans that define concepts and goals as well as lists the materials that will be necessary for students to explore the issue of sex-role stereotyping on a personal level.

Unlearning Indian Stereotypes. Racism and Sexism Resource Center for Educators. Council on Interracial Books for Children. 1841 Broadway, New York, New York 10023 (C) 1977. Price: filmstrip and teaching unit $32.50; teaching unit only $3.50.

An elementary teaching unit (Gr. 2-6)

through which students can learn to empathize with the Native American experience and "unlearn" many common stereotypes about American Indians.

Values Education Sourcebook: Conceptual Approaches, Material Analyses and an Annotated Bibliography. Social Science Education Consortium Inc. 855 Broadway, Boulder, Colorado 80302 (C) 1976. Price $10.95.

This book is a guide for teachers who want to integrate values and moral education into their classroom curriculum. It reviews the various approaches to values education and provides an analysis instrument for evaluating the many materials published for classroom use.

What If You Couldn't. Selective Education Equipment (SEE). 3 Bridge St., P.O. Box 98, Newton, Massachusetts 02195 (C) 1978. Price: Master Kit $360.00, 7 teaching guides $28.00, Visual Impairment Unit $123.00, Hearing Impairment Unit $67.00, Mental Disability Unit $55.00, Learning Disability Unit $55.00, Emotional Disability Unit $63.00, Orthopedic Disability Unit $73.00.

A multi-media program composed of seven units about handicaps designed to sensitize elementary school non-disabled children to a range of handicapping conditions.

Zielinski, John M. *Mesquakie and Proud of it*. Photo-Art Gallery Publications. P.O. Box C, Kalona, Iowa (C) 1976. Price $4.95 paperback, $10.00 hard-bound.

A photographic narrative of the Mesquakie people in Iowa. It includes components in history, ceremonies, language, religion and art.

Resource Organizations

The agencies or persons listed below are just a few of those which may provide assistance, ideas and information on resources to school districts that are striving to implement a multicultural, nonsexist social studies program.

The Urban Education Section of the Iowa Department of Public Instruction. Grimes State Office Building, Des Moines, Iowa 50319.
The Urban Education Section is funded to provide assistance to Iowa educational agencies in the areas of: sex and race desegregation; multicultural, nonsexist curriculum; human relations; and bilingual education.

The Social Studies Consultant. Curriculum Division, Iowa Department of Public Instruction. Grimes State Office Building, Des Moines, Iowa 50319.
The social studies consultant provides program assistance in all areas of the social studies curriculum including multicultural, nonsexist education.

The Midwest Sex and Race Desegregation Assistance Center. 1627 Anderson Ave., Box 3000, Manhattan, Kansas 66506.
The Midwest Center is a federal agency which provides assistance to school districts in Iowa, Nebraska, Kansas, and Missouri in the areas of sex and race desegregation; multicultural, nonsexist curriculum; and human relations.

Racism and Sexism Resource Center for Educators. Council on Interracial Books for Children, CIBC Resource Center. Room 300, 1841 Broadway, New York, New York 10023.
The Resource Center publishes and distributes teaching materials to combat sex role and cultural stereotyping. A catalog of resource materials is available upon request.

The Social Science Education Consortium. 855 Broadway, Boulder, Colorado 80302.
The consortium is a non-profit educational organization which has been established to improve social science instruction. One area in which it has developed materials and presented workshops is multicultural, nonsexist education. The consortium recently contracted with the federal government to serve as the national clearinghouse for dissemination of educational materials developed under the Title IX Ethnic Heritage Program.

The National Council for the Social Studies. 1515 Wilson Blvd., Arlington, Virginia 22209.
In 1976 the Council developed a position paper on multiethnic education and a program evaluation checklist was designed. Upon written request, the National Council can direct local social studies committees to other resources in the field of multicultural, nonsexist education.

The Dissemination Center for the Women's Educational Equity Act Program. c/o Education Development Center. 55 Chapel St., Newton, Massachusetts 02160. Toll free number: 800-225-3088.
The Educational Equity Act (WEEA) was passed by Congress in 1974 to promote sex equity in education. Funds were made available for development of inservice training programs, curriculum evaluation instruments, sex-fair curriculum materials and women's studies units. The Center is responsible for disseminating the educational products of the WEEA program.

Iowa Area Education Agencies. Multicultural, Nonsexist Education Coordinators.
The area education agencies have begun to build a capacity for providing assistance to school districts as they work toward educational equity goals. Each agency has a consultant who has responsibility for multicultural, nonsexist education. You are encouraged to contact your local area education agency coordinator for assistance.